

2023 Annual Implementation Plan

for improving student outcomes

Ripponlea Primary School (4087)



Submitted for review by Natalie Rose (School Principal) on 06 December, 2022 at 07:25 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 11 January, 2023 at 03:47 PM
Endorsed by Tarryn Holland (School Council President) on 31 January, 2023 at 08:15 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
Enter your reflective comments		The RPS School Improvement Team critically evaluated all school practices against the FISO 2.0 dimensions. The school's Strategic Plan was in its first year of implementation after a school review in 2021. It was noted that there has been a significant shift with more dimensions moving from the evolving to the embedding phase of implementation. The school is focused on continuous improvement in all areas and has a highly committed school community to drive these significant changes for improved student outcomes.

Considerations for 2023

Leadership:

- Continue to build the capacity of instructional leaders and middle leaders to promote collective efficacy and a whole school focus on mathematics.
- Invest time, resourcing, and ongoing professional learning in mathematics through PMSS leaders.
- PLC implementation with an increased focus on data-driven inquiry cycles and differentiated teaching to meet the needs of all learners.
- Continue to support collaborative practices and foster student, teacher, and parent partnerships in the learning process.

Teaching & Learning:

- Continue to embed the school's instructional model GRR across all planning and build consistency in the practice.
- Embed the use of the Mathematics Scope & Sequence with essential learnings in all PLC meetings.
- Continue to deliver the RRRR framework together with social and emotional learning across the school, increase a focus on consent education and sexuality as well as Respectful Relationships.
- PLC leaders to support teachers to develop plans that are developmentally differentiated and meet the learning needs of individual students.

Assessment:

- Continue to improve data literacy skills of all teachers through PLC practices and build confidence in data analysis to address student misconceptions, and plan for more effective teaching practice
- Implement Scribi as an online assessment tool for writing which enables better student conferencing opportunities and feedback
- Introduce ALDP focus on formative assessment practices which will be prioritised in Professional Learning sessions.

Engagement:

- Continued emphasis on strong teacher and student relationships and a stronger learning partnership with families.
- SWPBS matrix to be redeveloped by students to include more learner characteristics
- Create further opportunities for students to activate learner agency through greater autonomy in the learning process inclusive of goal setting, self-assessment, peer assessment and self-reflection.

Resources:

- Strategically manage all resources to meet the diverse needs of students.

Documents that support this plan

Ripponlea Primary School (4087) - 2021-2024 - School Strategic Plan.pdf (0.17 MB)

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To increase student learning in literacy and numeracy.
Target 2.1	To increase the percentage of Year 5 students with above NAPLAN Benchmark growth in: <ul style="list-style-type: none"> • Reading from 16% (2021) to 30% (2025) • Numeracy from 21% (2021) to 30% (2025) • Writing from 29% (2021) to 33% (2025)
Target 2.2	To decrease the percentage of Year 5 students with below NAPLAN Benchmark growth in: <ul style="list-style-type: none"> • Reading from 23% (2021) to 6% (2025) • Numeracy from 21% (2021) to 6% (2025) • Writing from 26% (2021) to 6% (2025)

Target 2.3	<p>To increase the percentage of students in the top 2 NAPLAN bands:</p> <ul style="list-style-type: none"> • Numeracy Year 5 from 26% (2021) to 40% (2025) • Writing at Year 5 from 27% (2021) to 35% (2025) • Reading at Year 5 from 64% (2021) to 70% (2025)
Target 2.4	<p>To increase the percentage of students in the top 2 NAPLAN bands:</p> <ul style="list-style-type: none"> • Numeracy Year 3 from 51% (2021) to 60% (2025) • Writing at Year 3 from 70% (2021) to 73% (2025) • Reading at Year 3 from 75% (2021) to 78% (2025)
Key Improvement Strategy 2.a Evaluating impact on learning	Improve data literacy skills.
Key Improvement Strategy 2.b Building practice excellence	Improve consistency of the PLC process.
Key Improvement Strategy 2.c Building practice excellence	Embed Instructional Model.
Goal 3	To improve student wellbeing.
Target 3.1	<p>To increase positive responses to the AtoSS factors</p> <ul style="list-style-type: none"> • Emotional awareness and regulation from 71% (2021) to 80% (2025) • Sense of inclusion from 85% (2021) to 88% (2025)

	<ul style="list-style-type: none"> • Teacher concern from 70% (2021) to 80% (2025) • Perseverance from 74% (2021) to 84% (2025) • Sense of connectedness from 76% (2021) to 85% (2025)
Target 3.2	To increase positive responses on Parent Opinion Survey factor <i>Confidence and resiliency skills</i> from 76% (2020) to 82% (2025).
Target 3.3	To increase positive responses on Staff Opinion Survey Teaching and learning – Implementation - <i>Support growth and learning of the whole student</i> from 89% (2020) to 92% (2025).
Key Improvement Strategy 3.a Building practice excellence	Embed SWPBS
Key Improvement Strategy 3.b Health and wellbeing	Implement evidence-based wellbeing initiatives.
Key Improvement Strategy 3.c Building practice excellence	Increase teacher capability in wellbeing.
Goal 4	To improve student voice and agency.
Target 4.1	<p>To increase positive response on the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 61% (2020) to 75% (2025) • T & L – implementation Promote student ownership of learning 67% (2020) to 80% (2025)

Target 4.2	<p>To increase positive responses AtoSS factors:</p> <ul style="list-style-type: none"> • Student voice and goal setting from 66% (2021) to 75% (2025) • Self-regulation and goal setting from 84% (2021) to 88% (2025) • Motivation and Interest from 75% (2021) to 80% (2025)
Target 4.3	<p>To increase the percentage positive response on the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • Stimulating learning environment from 72% (2020) to 78% (2025) • Student motivation & support from 66% (2020) to 75% (2025) • Student voice and agency from 67% (2020) to 75% (2025)
Key Improvement Strategy 4.a Building practice excellence	Develop teacher understanding of student voice and agency.
Key Improvement Strategy 4.b Empowering students and building school pride	Improve student goal setting.
Key Improvement Strategy 4.c Evidence-based high-impact teaching strategies	Improve the use of feedback.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Increase Yr 5 NAPLAN Benchmark growth in: <ul style="list-style-type: none"> • Reading from 16% (2021) to 22% (2023) • Numeracy from 21% (2021) to 25% (2023) • Writing from 29% (2021) to 30% (2023) Decrease Yr 5 NAPLAN Benchmark growth in: <ul style="list-style-type: none"> • Reading from 23% (2021) to 17% (2023) • Numeracy from 21% (2021) to 13% (2023) • Writing from 26% (2021) to 18% (2023) Increase Yr 5 top 2 NAPLAN bands: <ul style="list-style-type: none"> • Numeracy from 28% (2022) to 32% (2023) • Writing from 48% (2022) to 32% (2023) Reading from 75% (2022) to 70% (2023) Increase Yr 3 top 2 NAPLAN bands: <ul style="list-style-type: none"> • Numeracy from 40% (2022) to 50% (2023) • Writing from 48% (2022) to 60% (2023) Reading from 77% (2022) to 78% (2023)
To increase student learning in literacy and numeracy.	No	To increase the percentage of Year 5 students with above NAPLAN Benchmark growth in: <ul style="list-style-type: none"> • Reading from 16% (2021) to 30% (2025) • Numeracy from 21% (2021) to 30% (2025) • Writing from 29% (2021) to 33% (2025) 	
		To decrease the percentage of Year 5 students with below NAPLAN Benchmark growth in: <ul style="list-style-type: none"> • Reading from 23% (2021) to 6% (2025) 	

		<ul style="list-style-type: none"> Numeracy from 21% (2021) to 6% (2025) Writing from 26% (2021) to 6% (2025) 	
		To increase the percentage of students in the top 2 NAPLAN bands: <ul style="list-style-type: none"> Numeracy Year 5 from 26% (2021) to 40% (2025) Writing at Year 5 from 27% (2021) to 35% (2025) Reading at Year 5 from 64% (2021) to 70% (2025) 	
		To increase the percentage of students in the top 2 NAPLAN bands: <ul style="list-style-type: none"> Numeracy Year 3 from 51% (2021) to 60% (2025) Writing at Year 3 from 70% (2021) to 73% (2025) Reading at Year 3 from 75% (2021) to 78% (2025) 	
To improve student wellbeing.	Yes	To increase positive responses to the AtoSS factors <ul style="list-style-type: none"> Emotional awareness and regulation from 71% (2021) to 80% (2025) Sense of inclusion from 85% (2021) to 88% (2025) Teacher concern from 70% (2021) to 80% (2025) Perseverance from 74% (2021) to 84% (2025) Sense of connectedness from 76% (2021) to 85% (2025) 	AtoSS increased positive responses- Emotional awareness and regulation from 75% (2022) to 78% (2023)-Sense of inclusion from 86% (2021) to 87% (2023)-Teacher concern from 73% (2022) to 76% (2023)-Perseverance from 73% (2022) to 79% (2023)-Sense of connectedness from 81% (2021) to 85% (2023)
		To increase positive responses on Parent Opinion Survey factor <i>Confidence and resiliency skills</i> from 76% (2020) to 82% (2025).	Parent Opinion Survey - Confidence and resiliency skills 78%(2022) to 80% (2023)
		To increase positive responses on Staff Opinion Survey Teaching and learning – Implementation - <i>Support growth and learning of the whole student</i> from 89% (2020) to 92% (2025).	Staff Opinion Survey - Support the growth and learning of the whole student 69% (2022) to 90%(2023)
To improve student voice and agency.	Yes	To increase positive response on the Staff Opinion Survey factors: <ul style="list-style-type: none"> Use student feedback to improve practice from 61% (2020) to 75% (2025) 	Staff Opinion Survey Use student feedback to improve practice from 38% (2022) to 70% (2023)T & L – implementation Promote

		<ul style="list-style-type: none"> • T & L – implementation Promote student ownership of learning 67% (2020) to 80% (2025) 	student ownership of learning from 75% (2022) to 80% (2023)
		To increase positive responses AtoSS factors: <ul style="list-style-type: none"> • Student voice and goal setting from 66% (2021) to 75% (2025) • Self-regulation and goal setting from 84% (2021) to 88% (2025) • Motivation and Interest from 75% (2021) to 80% (2025) 	AtoSS Survey Student voice and goal setting from 75% (2022) to 78% (2023)Self-regulation and goal setting from 85% (2022) to 88% (2023)Motivation and Interest from 84% (2022) to 88% (2023)
		To increase the percentage positive response on the Parent Opinion Survey factors: <ul style="list-style-type: none"> • Stimulating learning environment from 72% (2020) to 78% (2025) • Student motivation & support from 66% (2020) to 75% (2025) • Student voice and agency from 67% (2020) to 75% (2025) 	Parent Opinion SurveyStimulating learning environment from 69% (2022) to 75% (2023) Student motivation & support from 78% (2022) to 80% (2023)Student voice and agency from 67% (2022) to 70% (2023)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Increase Yr 5 NAPLAN Benchmark growth in: <ul style="list-style-type: none"> • Reading from 16% (2021) to 22% (2023) • Numeracy from 21% (2021) to 25% (2023) • Writing from 29% (2021) to 30% (2023) Decrease Yr 5 NAPLAN Benchmark growth in: <ul style="list-style-type: none"> • Reading from 23% (2021) to 17% (2023) • Numeracy from 21% (2021) to 13% (2023) • Writing from 26% (2021) to 18% (2023) Increase Yr 5 top 2 NAPLAN bands: <ul style="list-style-type: none"> • Numeracy from 28% (2022) to 32% (2023) • Writing from 48% (2022) to 32% (2023)

	<ul style="list-style-type: none"> Reading from 75% (2022) to 70% (2023) <p>Increase Yr 3 top 2 NAPLAN bands:</p> <ul style="list-style-type: none"> Numeracy from 40% (2022) to 50% (2023) Writing from 48% (2022) to 60% (2023) Reading from 77% (2022) to 78% (2023) 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 3	To improve student wellbeing.	
12 Month Target 3.1	<p>AtoSS increased positive responses</p> <ul style="list-style-type: none"> -Emotional awareness and regulation from 75% (2022) to 78% (2023) -Sense of inclusion from 86% (2021) to 87% (2023) -Teacher concern from 73% (2022) to 76% (2023) -Perseverance from 73% (2022) to 79% (2023) -Sense of connectedness from 81% (2021) to 85% (2023) 	

12 Month Target 3.2	Parent Opinion Survey - Confidence and resiliency skills 78%(2022) to 80% (2023)	
12 Month Target 3.3	Staff Opinion Survey - Support the growth and learning of the whole student 69% (2022) to 90%(2023)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Building practice excellence	Embed SWPBS	Yes
KIS 3.b Health and wellbeing	Implement evidence-based wellbeing initiatives.	No
KIS 3.c Building practice excellence	Increase teacher capability in wellbeing.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Ripponlea Primary School is now in its third year of implementation. We are now in the embedding phase ensuring all staff use the SWPBS framework to increase respectful and positive behaviour across the school, providing a calm, safe and orderly environment for learning and playing outdoors. The teaching of PBS expectations is linked specifically to the teaching of social skills, this, in turn, improves social and emotional well-being for all students. The PBS team alongside the 2023 Student Wellbeing Leadership team want to introduce higher expectations for students in Years 3-6. They are in the process of reviewing the matrix of expected behaviours to include behaviours linked to learning, a growth mindset, emotional regulation, resiliency and more school values. The school is focused on all staff using the PBS language consistently, responding based on the school's continuum, acknowledging and explicitly teaching and re-teaching positive behaviours. The school is now in a position to start targeting and supporting cohorts of students by gathering appropriate COMPASS data and implementing intervention strategies. The SIT team have planned to increase teacher capability in this area as well as trauma-informed and restorative practices.	
Goal 4	To improve student voice and agency.	
12 Month Target 4.1	Staff Opinion Survey Use student feedback to improve practice from 38% (2022) to 70% (2023) T & L – implementation Promote student ownership of learning from 75% (2022) to 80% (2023)	

12 Month Target 4.2	AtoSS Survey Student voice and goal setting from 75% (2022) to 78% (2023) Self-regulation and goal setting from 85% (2022) to 88% (2023) Motivation and Interest from 84% (2022) to 88% (2023)	
12 Month Target 4.3	Parent Opinion Survey Stimulating learning environment from 69% (2022) to 75% (2023) Student motivation & support from 78% (2022) to 80% (2023) Student voice and agency from 67% (2022) to 70% (2023)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Building practice excellence	Develop teacher understanding of student voice and agency.	No
KIS 4.b Empowering students and building school pride	Improve student goal setting.	Yes
KIS 4.c Evidence-based high-impact teaching strategies	Improve the use of feedback.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Over 2022, the school has worked with students on setting goals on a termly basis. These goals were reflected on and discussed during Three-Way conferences. PLCs have reviewed the current practices and have agreed that students should be setting regular goals using success criteria within each unit of study, whether in literacy, numeracy, or in personal and social capability. This will be implemented in 2023, with new agreed processes and templates.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Increase Yr 5 NAPLAN Benchmark growth in: <ul style="list-style-type: none"> • Reading from 16% (2021) to 22% (2023) • Numeracy from 21% (2021) to 25% (2023) • Writing from 29% (2021) to 30% (2023) Decrease Yr 5 NAPLAN Benchmark growth in: <ul style="list-style-type: none"> • Reading from 23% (2021) to 17% (2023) • Numeracy from 21% (2021) to 13% (2023) • Writing from 26% (2021) to 18% (2023) Increase Yr 5 top 2 NAPLAN bands: <ul style="list-style-type: none"> • Numeracy from 28% (2022) to 32% (2023) • Writing from 48% (2022) to 32% (2023) • Reading from 75% (2022) to 70% (2023) Increase Yr 3 top 2 NAPLAN bands: <ul style="list-style-type: none"> • Numeracy from 40% (2022) to 50% (2023) • Writing from 48% (2022) to 60% (2023) • Reading from 77% (2022) to 78% (2023)
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Strengthen PLC structures to assess, plan and deliver essential learnings in Mathematics, with a strong emphasis on the number/algebra (place value & fractions) skills continuum. Build data literacy skills of teachers by embedding deep data analysis, moderation, formative assessment practices and goal setting.

Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - develop a greater understanding of the 'Implement and Monitor' stage of the inquiry cycle - use a range of formative assessment practices and build consistency in use within a PLC - analyse data by going deeper to effectively plan for differentiation for students performing at or above the expected level for number and algebra - identify the barriers to maths learning and engagement (in particular female students) <p>Students will:</p> <ul style="list-style-type: none"> - participate in point-of-need learning tasks - apply learning to complete formative assessment tasks <p>Tutors will:</p> <ul style="list-style-type: none"> - collaborate with teachers to ensure math stretch goals are achieved - implement the GRIN model for supporting numeracy learning in small focus groups <p>PLC leaders will:</p> <ul style="list-style-type: none"> - develop a cycle tracker to monitor inquiry cycles, structure and planning timelines (6-week cycles) - explore how to engage girls in mathematical thinking and learning effectively - ensure termly professional learning schedule provides opportunities for data analysis, moderation, goal setting and sharing of formative assessment practices
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Curriculum documentation will show plans for differentiation in numeracy - extenders/enablers - Sample inquiry cycles, student rubrics and student growth data - Consistent use of mathematical vocabulary and fluency activities across the school - Sample PLC cycle tracker based on whole school numeracy goal - Pre and post-unit assessment results will be documented and regularly analysed to inform future planning <p>Late indicators:</p> <ul style="list-style-type: none"> - Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra - The percentage of students in the top two NAPLAN bands for Numeracy will increase in Years 3 & 5 - SSS factors: instructional leadership, collective efficacy, monitor effectiveness using data; use evidence to inform teaching practice - AtoSS factors: stimulated learning, differentiated learning challenge <p>Data Sources, Evidence and Artefacts:</p> <ul style="list-style-type: none"> - Pivot Surveys, ATOSS, PLC Survey, Pre/Post testing, NAPLAN data sets, - PAT-M growth data - Drafted RPS Inquiry Cycle Template/Structure & Overview

	<ul style="list-style-type: none"> - Goal Setting Templates - Coaching support Years 3-6 and Years F-2 in aligning data and PLC practices - Regional PLC coaching and feedback to PLC team leaders/teams 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PMSS specialists support staff in developing teaching sequences that reflect math essential learning and embed the continuum of number/algebra skills. Specialists will coach and support PLC inquiry cycles, analysis of student learning data and planning for differentiation (extenders/enablers)	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Development of the RPS PLC inquiry cycle structure, overview and tracker.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Coaching for PLC teams and leaders with regional PLC staff	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Four staff and LTI staff to complete Monash University Getting Reading in Numeracy (Grin) coursework to prepare intervention students for their subsequent mathematics lesson, familiarise students with the relevant language and terminology that they will hear during the classroom lesson and model what students can expect to see and/or do in the lesson.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Numeracy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,950.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule first PLC inquiry cycle to begin Week 4 Term 1 with a focus on Number and Algebra with pre and post-unit assessment tasks. Identify the numeracy slice for each PLC team.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed the RPS Maths model and consistency in planning using Dianne Sieman's 'Teaching with the Big Ideas in Mathematics and Numeracy learning progressions DET. -Teaching Mathematics Foundations to Middle Years - Di Sieman - Open Ended Maths Activities	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Introduce math moderation practices one per term using Mathematics Assessment for learning - Rich Tasks and Learning and Work Samples.	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Establish a school-wide model for Social and Emotional learning.</p> <p>Ensure a whole school approach to embedding Respectful Relationships.</p>			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - facilitate restorative conversations with students to be able to prevent, damage and restore relationships. - confidently deliver consent and sexuality education as part of the RRRR curriculum. <p>Students will:</p> <ul style="list-style-type: none"> - sustain trusting relationships and build greater empathy and social connectedness with their peers. - understand and modify their behaviours with a consent mindset. <p>Leaders will:</p> <ul style="list-style-type: none"> - source appropriate evidence-based strategies and support teachers to implement the school-wide model of social and emotional learning 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Communication and Reflection model as the basis of restorative practices/ trauma-informed practice across the school - Documentation to demonstrate the delivery of RRRR <p>Late indicators:</p> <ul style="list-style-type: none"> - AtoSS – target gender-specific data - Parent correlation to AtoSS - Pivot survey results in teaching and learning feedback - Student check-in tool 			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Teachers, students and families undertake the ENGAGE - Communication and Reflection Model and Trauma Informed Practices. inclusive of student peer support training.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,465.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Respectful Relationships Implementation Action Plan & Key Goals for 2023	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Development of the school-wide model for social and emotional learning.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Deliver a new program of mental health support across the school</p> <ol style="list-style-type: none"> 1. All students to engage in Music Therapy 2. Focus groups for students in Years 1/2 based on a particular need for access to Art Therapy 3. All Foundation students to engage in Art Therapy on a monthly basis 4. Animal therapy - dogs in school visiting all classes and lunchtime club 5. Vanessa Hamilton - Sexuality & Consent Education 	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$15,182.00</p> <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Additional ES support in classrooms and allied health support	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$78,000.00</p> <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To improve student wellbeing.			
12 Month Target 3.1	AtoSS increased positive responses -Emotional awareness and regulation from 75% (2022) to 78% (2023) -Sense of inclusion from 86% (2021) to 87% (2023) -Teacher concern from 73% (2022) to 76% (2023) -Perseverance from 73% (2022) to 79% (2023) -Sense of connectedness from 81% (2021) to 85% (2023)			
12 Month Target 3.2	Parent Opinion Survey - Confidence and resiliency skills 78%(2022) to 80% (2023)			
12 Month Target 3.3	Staff Opinion Survey - Support the growth and learning of the whole student 69% (2022) to 90%(2023)			
KIS 3.a Building practice excellence	Embed SWPBS			
Actions	Continue to embed tiered strategies to support student mental health and wellbeing through the SWPB framework and other mental health services			
Outcomes	Teachers will: - adopt effective PBS strategies to support Tier 2 students - use consistent language to discuss positive behaviours and major and minor behaviours. - acknowledge and explicitly teach the new expected learning behaviours Students will: - feel supported and engaged in class and contribute to a strong classroom culture and learning community - access mental health services to improve coping strategies, resilience and emotional regulation			

	<p>Student leaders will:</p> <ul style="list-style-type: none"> - promote well-being and positive mental health <p>The PBS team will:</p> <ul style="list-style-type: none"> - frequently monitor SWPBS behaviour data using the COMPASS management system and plan social skills lessons to teach SWPBS expected behaviours 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Tiered fidelity walkthrough - COMPASS data - Pivot data - Increase acknowledgement of yard behaviours and classroom learning behaviours <p>Late indicators:</p> <ul style="list-style-type: none"> - AtoSS data - SAS SWPBS data and action plan - Student surveys - school-based - Pivot well-being survey - consideration to run cycles start/middle/end of year 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>SWPBS</p> <ul style="list-style-type: none"> - Logical consequences and behaviour response continuum - Redevelopment of the PBS matrix to include expected learning behaviours in Years 3-6 - COMPASS data tracking - Tiered fidelity walkthrough - Tiered interventions based on specific needs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> SWPBS Leader/Team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1,200.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Goal 4	To improve student voice and agency.			
12 Month Target 4.1	Staff Opinion Survey Use student feedback to improve practice from 38% (2022) to 70% (2023) T & L – implementation Promote student ownership of learning from 75% (2022) to 80% (2023)			
12 Month Target 4.2	AtoSS Survey Student voice and goal setting from 75% (2022) to 78% (2023) Self-regulation and goal setting from 85% (2022) to 88% (2023) Motivation and Interest from 84% (2022) to 88% (2023)			
12 Month Target 4.3	Parent Opinion Survey Stimulating learning environment from 69% (2022) to 75% (2023) Student motivation & support from 78% (2022) to 80% (2023) Student voice and agency from 67% (2022) to 70% (2023)			
KIS 4.b Empowering students and building school pride	Improve student goal setting.			
Actions	Improve teacher practice using student voice and feedback on classroom instruction, environment, and relationships.			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - use student feedback to improve practice in their instruction, classroom environment, relationships and student voice - use Scribi writing data and rubrics to provide feedback and help students develop goals for further improvement <p>Students will:</p> <ul style="list-style-type: none"> - utilise success criteria to develop measurable learning goals (i.e. bump it up wall) - provide feedback to teachers to inform their planning for instruction ensuring student voice and learner agency <p>Tutors will:</p> <ul style="list-style-type: none"> - consult with PLCs to develop maths stretch goals for students on the LTI program 			

Success Indicators	<p>Early indicators:</p> <p>Pivot Surveys - Semester 1</p> <p>Scribi writing data and student goals</p> <p>Seesaw feedback cycles</p> <p>Goal-setting templates and samples</p> <p>Student and staff surveys developed by the school</p> <p>Interviews and focus groups with students</p> <p>Late indicators:</p> <p>Pivot Surveys - Semester 2</p> <p>AtoSS survey results</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Feedback and Goal Setting for students using data from Scribi & Success Criteria</p> <p>Revisit conferencing using Six Traits Plus 1</p>	<p><input checked="" type="checkbox"/> Homegroup teachers</p> <p><input checked="" type="checkbox"/> PLC Leaders</p>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$4,680.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
Pivot survey administered in cycles by all classroom teachers	<p><input checked="" type="checkbox"/> All Staff</p> <p><input checked="" type="checkbox"/> Homegroup teachers</p>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$1,200.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<div><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</div> <div><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</div>
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$8,855.90	\$10,415.00	-\$1,559.10
Disability Inclusion Tier 2 Funding	\$98,627.36	\$95,162.36	\$3,465.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$107,483.26	\$105,577.36	\$1,905.90

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Four staff and LTI staff to complete Monash University Getting Reading in Numeracy (Grin) coursework to prepare intervention students for their subsequent mathematics lesson, familiarise students with the relevant language and terminology that they will hear during the classroom lesson and model what students can expect to see and/or do in the lesson.	\$3,950.00
Teachers, students and families undertake the ENGAGE - Communication and Reflection Model and Trauma Informed Practices. inclusive of student peer support training.	\$3,465.00
Respectful Relationships Implementation Action Plan & Key Goals for 2023	\$3,000.00

Deliver a new program of mental health support across the school 1. All students to engage in Music Therapy 2. Focus groups for students in Years 1/2 based on a particular need for access to Art Therapy 3. All Foundation students to engage in Art Therapy on a monthly basis 4. Animal therapy - dogs in school visiting all classes and lunchtime club 5. Vanessa Hamilton - Sexuality & Consent Education	\$15,182.00
Additional ES support in classrooms and allied health support	\$78,000.00
Totals	\$103,597.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Four staff and LTI staff to complete Monash University Getting Reading in Numeracy (Grin) coursework to prepare intervention students for their subsequent mathematics lesson, familiarise students with the relevant language and terminology that they will hear during the classroom lesson and model what students can expect to see and/or do in the lesson.	from: Term 1 to: Term 1	\$3,950.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Teachers, students and families undertake the ENGAGE - Communication and Reflection Model and Trauma Informed Practices. inclusive of student peer	from: Term 2 to: Term 2	\$3,465.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

support training.			
Respectful Relationships Implementation Action Plan & Key Goals for 2023	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$10,415.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Deliver a new program of mental health support across the school 1. All students to engage in Music Therapy 2. Focus groups for students in Years 1/2 based on a particular need for access to Art Therapy 3. All Foundation students to engage in Art Therapy on a monthly basis 4. Animal therapy - dogs in school visiting all classes and lunchtime club 5. Vanessa Hamilton - Sexuality & Consent Education	from: Term 1 to: Term 4	\$15,182.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Evidence-based therapy services (e.g. Music and Pet therapy) <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none">
Additional ES support in classrooms and allied health support	from: Term 1 to: Term 4	\$79,980.36	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none">
Totals		\$95,162.36	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PMSS specialists support staff in developing teaching sequences that reflect math essential learning and embed the continuum of number/algebra skills. Specialists will coach and support PLC inquiry cycles, analysis of student learning data and planning for differentiation (extenders/enablers)	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Coaching for PLC teams and leaders with regional PLC staff	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Four staff and LTI staff to complete Monash University Getting Reading in Numeracy (Grin) coursework to prepare intervention students for their subsequent mathematics lesson, familiarise students with the relevant language and terminology that they will hear during the classroom lesson and model what	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Numeracy Support	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Monash University - GRIN	<input checked="" type="checkbox"/> Off-site Monash University

students can expect to see and/or do in the lesson.						
Introduce math moderation practices one per term using Mathematics Assessment for learning - Rich Tasks and Learning and Work Samples.	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Teachers, students and families undertake the ENGAGE -Communication and Reflection Model and Trauma Informed Practices. inclusive of student peer support training.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Cylinder Consulting - Curiosity Compassion & Connection	<input checked="" type="checkbox"/> On-site
Respectful Relationships Implementation Action Plan & Key Goals for 2023	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationship Implementation Guides	<input checked="" type="checkbox"/> Off-site Professional learning Kristy Lang
Development of the school-wide model for social and emotional learning.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Deliver a new program of mental health support across the school	<input checked="" type="checkbox"/> Allied Health	from: Term 1	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Indigo Therapies	<input checked="" type="checkbox"/> On-site

1. All students to engage in Music Therapy 2. Focus groups for students in Years 1/2 based on a particular need for access to Art Therapy 3. All Foundation students to engage in Art Therapy on a monthly basis 4. Animal therapy - dogs in school visiting all classes and lunchtime club 5. Vanessa Hamilton - Sexuality & Consent Education	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons			
Feedback and Goal Setting for students using data from Scribi & Success Criteria Revisit conferencing using Six Traits Plus 1	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Scribi - Samantha Nicolaides	<input checked="" type="checkbox"/> On-site